



ENV H 205

Environmental Health in Media

Spring 2016

Course Website: <https://canvas.uw.edu/courses/1040350>

Credits: 3 (2 hours in class and 7+ hours outside of class)

Class: **Thursdays, 10:30 AM - 12:20 PM,**
Odegaard Undergraduate Library, Active Learning Classroom (ALC) 136

Instructors:	Gretchen Onstad, PhD Acting Assistant Professor	Richard Fenske, PhD Professor
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Course Description

This class will examine environmental factors that affect human health through the use of popular film and visual media. We will explore how scientific issues related to health and the environment are embedded in a cultural matrix that involves ethical, legal and social concerns. We will evaluate how science and scientific information are portrayed in these films, and how the perspective of filmmakers and documentarians can influence the public's interpretation of environmental health issues. In an **active learning** format, we will discuss questions such as: What real-world events prompted the making of the film? What scientific issues are central to the film? What has happened since the film was made? How did the film affect our society's thinking about environmental health hazards?

Learning Objectives

1. Describe how cultural and economic differences can affect human health.
2. List the routes of human exposure to environmental pollution.
3. Describe how pollutant properties determine their fate in the environment.
4. Recognize bias in a film-makers perspective and contrast their perspective with evidence from the opposing argument.
5. Identify key diseases responsible for mortality globally and associate them with environmental health problems or specific pollutants.
6. Outline the US regulatory framework that protects the public from exposure to environmental pollution and occupational hazards.

7. Explain how scientific evidence is used in legal disputes related to environmental contamination.
8. Describe the role of the media in the presentation of environmental health risks.

Schedule

Week	Date	Film (Year)	Theme	Speaker
1	March 31		Introduction	Onstad
2	April 7	Even the Rain/También la lluvia (2010)	Water Resources	Onstad
3	April 14	The China Syndrome (1979)	Nuclear Energy	Fenske
4	April 21	Promised Land (2012)	Hydrofracturing	Brianne Duncan
5	April 28	Erin Brockovich (2000)	Chromium	Fenske
6	May 5	Contagion (2011)	Emergency Preparedness	Dave Nichols
7	May 12	The Insider (1999)	Tobacco	Fenske
8	May 19	The Lorax (2012)	Climate Change	Onstad
9	May 26	Cesar Chavez (2014)	Worker Health & Pesticides	Fenske
10	June 2	Under the Dome (2015)	Air Pollution	Onstad

Why Active Learning? Why Group Work?

This course is offered in an Active Learning Classroom (ALC 136) which includes 10 round tables each with 9 movable chairs to encourage group work and collaboration. Each of the tables is equipped with microphones, call buttons, a large monitor and plug-ins for 3 laptops. These facilities make active learning and group work more feasible. Educational research shows that active learning is more effective than the traditional lecture format because it...

- creates an inclusive classroom for students
- increases student participation
- increases critical thinking, knowledge retention and integration
- allows students to take ownership for their own learning
- increases student contact with the instructor

Student Roles for Group Work

Students will sit at **10 Tables of up to 9 students** and work on **Discussion Questions** as a group. Each student will rotate through the roles as we move through the course, so that each student will have the opportunity to play each role at least twice. A schedule of assigned roles can be found on the Canvas site Modules page. The perspective of each role is defined here through key questions and tasks:

- **Film Critic (2 groups)**
 - What real-world events prompted the making of the film?
 - Review the history of the environmental health theme in the film
 - Discuss the ability of the writers/directors/actors to communicate the issues effectively
- **Scientist (2 groups)**
 - What scientific issues are central to the film?
 - Explain the science behind the film and distinguish between fact and fiction
- **Media Correspondent (2 groups)**
 - What has happened since the film was made?
 - Discuss the media's response to the environmental health issues in the film
- **Audience (4 groups)**
 - How did the film affect our society's thinking about environmental health hazards?
 - Provide feedback from the general public and address ethical issues

Student Responsibilities

Prior to class

1. Read the **Discussion Question** assigned to your group and keep it in mind as you...
2. Watch the assigned **Film** listed in the **Schedule** above (see **Viewing Films**)
3. Read the assigned **Article**
4. Take the **Pre-Class Quiz** based on the **Article**
5. If you have one of the **Starring Roles (Film Critic, Scientist or Media Correspondent)**, find 1 reference (source) to address the **Discussion Question**, summarize it in 3 bullet points, and submit them on Canvas by 10am on Wednesday, in preparation for class discussion. To make sure that there are no duplicate sources at your table, post your source on your group discussion page beforehand. You will only receive credit for unique sources.
 - a. Film Critic: <http://guides.lib.washington.edu/cinemaStudies>
 - b. Scientist: <http://webofknowledge.com/WOS> or <http://guides.lib.washington.edu/environment>
 - c. Media Correspondent: <http://guides.lib.washington.edu/commstudies>

During class (see Typical Class Session)

1. Use your registered **Clicker** to answer 3-5 questions based on the film
2. If you have one of the **Starring Roles (Film Critic, Scientist or Media Correspondent)**,
 - a. Each person verbally summarizes their answer the assigned **Discussion Question**
 - b. Choose one person to be the Recorder, compiling comments from each of the group members, and one person to be the Presenter, to give a 4-minute presentation to entire class (lead an all-class discussion).

- c. Organize a 4 minute PowerPoint presentation (or other format designated by instructor) to address the **Discussion Question** with input from your group members
 - d. Submit the PowerPoint presentation via Canvas during class
3. If you are in an **Audience** group,
- a. You will be assigned one discussion question at the beginning of the class session. Spend 5-10 minutes individually to write down your response to the question, and then discuss your answers as a group.
 - b. Choose one person as Recorder to compile a list of 3 bullet points or follow-up questions, and submit the bulleted list (with sources if used) via Canvas during class.
 - c. Ask questions following each presentation.

After class

- 1. If you have one of the **Starring Roles (Film Critic, Scientist or Media Correspondent)**,
 - a. Write a **Short Essay** (300-500 words, 12 point font, 1.5 spacing) addressing the **Discussion Question**
 - b. Include a **Bibliography** for your 1-3 references and cite them. *Always* include a web address if the reference was accessed online. Use pages 9-10 as guidance to find and cite credible sources. You will get some feedback on the credibility of your sources when you submit the bulleted list responding to your discussion question.

Typical Class Session

Prior to class, students are required to watch a film, read article(s), and complete a pre-class quiz

10:30-10:45am	Instructor-led class discussion of the film and a Quiz on film content administered with Clickers (15 min).
10:45-11:10am	Groups will each address one of 6 Discussion Questions and generate a PowerPoint presentation (or flowchart drawn on white board writing surface, as designated by instructor) summarizing their discussion. Each group will press their call button when they have finished preparing their presentation (25 min).
11:10-11:50am	Groups will take turns giving 4 minute presentations to the entire class and responding to questions from the Audience groups. The presentation can include a one minute video clip from film or other source, but not required (40 min).
11:50am-12:15pm	Instructors will present overview of the environmental health themes in the film and provide feedback on presentations and class discussions (25 min)
12:15-12:20pm	Students have a chance to submit assignments on Canvas and discuss plans for next week's questions and presentation.

Viewing Films

Hard copies of the films are available on course reserve in the Suzzallo/Allen Media Center <http://www.lib.washington.edu/media/>. Students can check out one film at a time for 4 hours. The films are library use only. The Media Center recently opened a new space called the mediArcade that has viewing stations where up to 8 people can view a film at a time. Additional information [here](#). They also have individual viewing stations outside the Media Center Desk.

Alternatively, students may rent the films at their own expense using the following links:

- [Netflix](#), [Amazon](#), [Can I Stream.it?](#), [FFilms.org](#)

The last film is freely available on YouTube with English subtitles

- Under the Dome (2015) --- <https://www.youtube.com/watch?v=T6X2uwIQQM>

Assignments

Individual assignments will be given point values relative to a total 300 points for the quarter.

Note: There is neither a final exam nor a final project required for this course.

2%	Surveys	Multiple choice and short answer questions related to previous coursework and mid-quarter course assessment
9%	Pre-Class Quizzes	Multiple choice questions to address required reading related to film.
6%	Clicker Questions	Multiple choice questions to address required film and assess attendance/participation.

Discussion Questions

10%	Starring Role	Before class, individually identify one credible source of information to answer the question and summarize your findings in 3 bullet points
3%	Audience	You will be assigned one Discussion Question in class and, as a group, must answer it and summarize your response in 3 bullet points
10%	Group Presentations	Oral presentation (to class) to answer assigned Discussion Question
60%	Short Essays	300-500 words in a written response to Discussion Questions (for 6 out of 9 films). The grading rubric is provided on pages 11-12.
+10pts Extra Credit		150-300 words reflecting on your own experiences, identifying one that has influenced your position on an environmental health issue (such as, but not limited to: climate change, pesticides, smoking, air or water pollution, etc.). Elaborate on how that experience supports your position and whether or not it contradicts scientific evidence.

Grading

Throughout the quarter, performance can be estimated using the following 4.0 grading scale:

%	Grade	%	Grade	%	Grade	%	Grade
100	4.0	90	3.5	80	2.5	70	1.5
99	4.0	89	3.4	79	2.4	69	1.4
98	3.9	88	3.3	78	2.3	68	1.3
97	3.9	87	3.2	77	2.2	67	1.2
96	3.8	86	3.1	76	2.1	66	1.1
95	3.8	85	3.0	75	2.0	65	1.0
94	3.7	84	2.9	74	1.9	64	0.9
93	3.7	83	2.8	73	1.8	63	0.8
92	3.6	82	2.7	72	1.7	62	0.7
91	3.6	81	2.6	71	1.6	61	0.7
90	3.5	80	2.5	70	1.5	60	0.7

Attendance and Class Participation

Students are expected to attend all classes. We will grade class participation with clickers. Prior to the first day of class, you will need to purchase a Turning Technologies clicker and register it on our course website. We will begin counting clicker points on the 2nd day of class (Thursday, April 7). All classes will have clicker questions. Scores will be based partly on participation, partly for correct answers. It is your responsibility to make sure your clicker is working; check your clicker scores on canvas regularly.

Absence Policy

While attendance at all discussion sessions is required, we understand that extenuating circumstances may arise. Valid excuses for missing class include a) participation in an official school activity (e.g., athletic event) or b) illness with valid doctor's note. All other situations will be handled on a case-by-case basis. If the absence is planned, a written notice (via email) must be submitted to the instructors no less than one week prior to the discussion session (earlier is better). If the absence is unforeseen, a written explanation must be submitted within one week of returning to school.

Late Assignment Policy

We expect that all assignments be turned in by the deadline indicated on the course website. If an assignment is turned in late, it is subject to a 10% per day grade reduction (e.g., the score on a 3-day-late assignment will be reduced by 30%). If the assignment is late due to an unforeseen emergency, an explanation is required in writing (via email), and will be considered on a case-by-case basis.

Academic Accommodations

We welcome the opportunity to work with students with disabilities and to help them be successful in this class. To request academic accommodations due to a disability, please contact Disability Resources for Students (DRS), 011 Mary Gates, uwdrs@uw.edu, 206-543-8924 (V/TTY). If you have a letter from DRS indicating that you have a disability which requires academic accommodations, please present the

letter to the Gretchen Onstad (gonstad@uw.edu) so we can discuss the accommodations you might need in the class. Academic accommodations due to disability will not be made unless the student has a letter from DRS specifying the type and nature of accommodations needed. For additional information, see [Statements to Ensure Equal Opportunity and Reasonable Accommodation](#), and <http://depts.washington.edu/uwdrs/>

Academic Honesty and Integrity

Students are expected to hold themselves to the standards of the Student Code at all times. Cheating of any kind will not be tolerated. This includes **plagiarism**, which is using someone else's work, answers, phrases or sentences and calling them your own. All cases of suspected or confirmed cheating will be handled according to the University of Washington Student Code. In addition to earning a grade of zero on the assignment or exam, all cases will be referred to the University Disciplinary Committee.

Students are expected to reference all work and give appropriate attribution for all materials cited, including any reference to websites or articles. More info at:

<http://depts.washington.edu/grading/conduct/index.html>. In addition, we recommend the following online tools to help you avoid plagiarism:

1. **Turnitin** is activated on all of your writing assignments. As soon as you submit your assignment, you can view the score. Please use this tool and resubmit your assignment if you are not happy with the Turnitin score. We will scrutinize scores with >30% similarity to online sources.
2. Watch "Getting Real About Plagiarism," the 7-part video by Assistant Professor of English, Leisha Stolt, at Ivy Tech Community College, available at https://www.youtube.com/watch?v=m0GJ_bErmRc
3. Read the Purdue University Online Writing Lab website to learn more about "Avoiding plagiarism."
 - a. Overview and Contradictions: <http://owl.english.purdue.edu/owl/resource/589/1/>
 - b. Is it Plagiarism Yet?: <http://owl.english.purdue.edu/owl/resource/589/02/>
 - c. Safe Practices: <http://owl.english.purdue.edu/owl/resource/589/03/>
4. Take the "Plagiarism Self Test," by Western Carolina University: <http://www.wcu.edu/academics/campus-academic-resources/writing-and-learning-commons-walc/faculty-toolbox/tools-for-writing-assignments/plagiarism-resources/the-plagiarism-self-test/>
5. Use the UW Writing Center and Librarians as tools for improving your writing and finding credible resources for your written assignments.

Writing Center one-on-one tutoring: <http://depts.washington.edu/owrc/signup.php>

Librarian appointment scheduler: <http://lib.washington.libcal.com/booking/owrc>

In addition, for English as a Second Language students, the UW Bothell Writing Center has created an online resource for writing (ESL Student Handbook), with a special section addressing Academic Integrity and Plagiarism: <http://www.bothell.washington.edu/wacc/for-students/eslhandbook>

A GUIDE TO QUALITY SOURCES

	The Bad	The Better	The Best
Scientists	Wikipedia, biased blogs, unreferenced websites, low quality news (Huffington Post)	Recognized agencies (CDC, WHO, UNICEF), Scientific articles (Time Magazine, New York Times)	Primary literature (located by Pubmed, Web of Science)
Film Critic	Wikipedia, personal blogs (Tumblr), biased blogs, unreferenced opinion pieces	Entertainment based reviews (TV Weekly, Entertainment, Rotten Tomatoes)	Professional reviews and critics (New Yorker, Los Angeles Times, New York Times)
Media Correspondent	Wikipedia, biased blogs, unreferenced websites, Reddit	Low quality news sources (Huffington Post, Fox News)	Primary literature (history and news articles), High quality news sources (CNN, BBC, New York Times)

The Ins and Outs of Research and Citations:

A quick guide to references in a paper

STEP ONE: Where to start

1. Visit databases
 - Scientist: [UW Library](#), [Web of Science](#), [PubMed](#), [GoogleScholar](#)
 - *Film Critic*: [Google](#), [Metacritic](#), [UW Library](#)
 - *Media*: [UW Library](#), [Google](#)
2. Use articles found in these data bases to find your 1 or more sources required.
NOTE: Wikipedia is not considered a quality source. Please feel free to use it to find other articles (found at the bottom of the page) to use. Be aware that some of the articles found on Wikipedia are not good sources either.



DATABASES ARE NOT SOURCES!
THEY ARE SITES USED TO FIND
CREDIBLE PRIMARY REFERENCES

STEP TWO: In-text citations

1. Identify when you need to use an in-text citation
 - Direct quotes
 - Paraphrased ideas
 - References to sources
2. Cite source as following at the end of the thought, before punctuation:
(AUTHOR, YEAR)

STEP THREE: Bibliography

1. Choose Your style: MLA, APA, Chicago, etc.
2. Make sure ALL sources have the following information:
 - Authors
 - Date of Publication
 - Title of Article/Webpage
 - Publisher/Sponsor
 - URL of Webpage
3. Visit bibliography websites to confirm or help cite
 - **[UW Library](#)
 - [Purdue Owl](#)
 - [Endnote](#)
 - [Zotero](#)

CITATION EXAMPLES

Feel free to use any of these styles, or another, as long as you have proper citation!

You can also number your sources and use the numbers for in text citations.

MLA

Website: (EPA)

Environmental Protection Agency (EPA). "Wells G & H." Waste Site Cleanup and Reuse in New England. US Environmental Protection Agency, 5 Jan. 2015. Web. 05 May 2015.
<http://www.epa.gov/region1/superfund/sites/wellsgh>

Article: (Costas et al., 2002)

Costas, Kevin, Robert S. Knorr, and Suzanne K. Condon. "A case-control study of childhood leukemia in Woburn, Massachusetts: the relationship between leukemia incidence and exposure to public drinking water." *Science of the Total Environment* 300.1 (2002): 23-35.

APA

Website: (EPA, 2015)

Environmental Protection Agency (EPA). (2015). Waste Site Cleanup and Reuse in New England. Retrieved May 5, 2015, from <http://www.epa.gov/region1/superfund/sites/wellsgh>

Article: (Costas et al., 2002)

Costas, K., Knorr, R. S., & Condon, S. K. (2002). A case-control study of childhood leukemia in Woburn, Massachusetts: the relationship between leukemia incidence and exposure to public drinking water. *Science of the Total Environment*, 300(1), 23-35.

CHICAGO

Website: (1)

(1) Environmental Protection Agency. Waste Site Cleanup and Reuse in New England. January 5, 2015. Accessed May 5, 2015. <http://www.epa.gov/region1/superfund/sites/wellsgh>.

Article: ²

2. Costas, Kevin, Robert S. Knorr, and Suzanne K. Condon. "A case-control study of childhood leukemia in Woburn, Massachusetts: the relationship between leukemia incidence and exposure to public drinking water." *Science of the Total Environment* 300, no. 1 (2002): 23-35.

SHORT ESSAY RUBRIC (30 points)

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Focus (9)	9 - Clearly addresses all of the questions for the position assigned; ideas are clear and all on topic	8 – Clearly addresses all of the questions for the assignment, but may divert off topic once	6 – Addresses the question(s) for the assignment, but does not stay on topic; ideas may be conflicting or may consist of many personal stories or opinions	4 – Does not address one part of the assignment or ideas are confusing and off topic or may consist mostly of personal stories or opinion	2 – Does not address most parts of the question or essay is only personal stories and opinion	1 – Does not address the assigned questions; ideas do not correlate to the question	0 – Does not address environmental health or the assignment
Content (10)	10 – Ideas are exceptionally well developed and supported; Evidence of critical thought and evaluation of film as well as environmental health is present	9 – Ideas are well developed and mostly supported; AND some evidence of critical thinking is present, but may not be throughout entire paper	7 – Ideas are somewhat developed or supported; OR some evidence of critical is lacking	5 – Ideas are still somewhat developed, but do not appear well thought out; there is very little If any evidence of critical environmental thinking	3 – Ideas do not appear to be developed or lack support at times; AND response fails to consider environmental health	1– Ideas are not developed or lack support; no evidence of critical thinking or consideration of environmental health	0 – No evidence of critical thinking or consideration exists AND ideas are not developed to relate to the movie
Research (5)	5 – Sources effectively support and are well incorporated into paper AND all sources show proper citation AND all sources are high quality and include one or more primary source, other than the movie		3 – Sources may be referenced in text, but do not always contribute to the greater theme or the paper OR sources include one or more primary sources, though not all are high quality		1 – Sources are not referenced in the paper or in text citations OR all sources are secondary sources (i.e. Wikipedia) OR sources are not cited correctly within the text or bibliography		0 – Did not include sources

<p>Organization (3)</p>	<p>3 – Response was well thought out and planned; AND shows mastery of flow; AND ideas build off of one another.</p>	<p>1.5 – Response was somewhat thought out and planned AND seems to jump between ideas at times AND some consideration flow though reads choppily</p>	<p>0 – Response seemed to have little planning or rushed thinking OR ideas do not necessarily match and may conflict OR paper is difficult to follow as a whole</p>
<p>Grammar and Style (3)</p>	<p>3 - Sentences are clear and varied; AND grammar, spelling, punctuation, and syntax show one or fewer mistakes.</p>	<p>1.5 – Sentences may be difficult to follow at times or repetitive; OR grammar, spelling, punctuation, and syntax have two to three mistakes.</p>	<p>0 - Sentences are confusing and difficult to understand; style reads mostly repetitive; OR grammar, spelling, punctuation, and syntax have four or more mistakes.</p>